

The Politics of Nuclear Weapons Political Science 340

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University of Wisconsin-Milwaukee
Fall 2012
M 2:00-4:40 PM
Bolton B56
Prerequisite: Junior Standing

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COURSE DESCRIPTION: We will focus on the nuclear rivalry between the United States and the Soviet Union during the Cold War, and on how this rivalry transformed the nature and conduct of world politics. We will discuss nuclear arsenals and force structure, nuclear jargon, nuclear ethics and psychology, arms control, strategic and civil defense, and the effects of a possible nuclear exchange. In addition, we will also address strategies of deterrence and nuclear weapons decision making. We will also examine the implications stemming from both the vertical and horizontal proliferation of nuclear weapons. Finally, we will discuss the role nuclear weapons play in world politics in the post-Cold War era.

REQUIRED TEXTS:

Beckman, Peter R., Paul W. Crumlish, Michael N. Dobkowski, and Steven P. Lee. 2007. *Nuclear Weapons, Nuclear States, and Terrorism*. 4th ed. Cornwall-on-Hudson, NY: Sloan Publishing. (Hereafter known as Beckman)

Sagan, Scott D., and Kenneth N. Waltz. 2003. *The Spread of Nuclear Weapons: A Debate Renewed*. 2nd ed. New York: W. W. Norton & Company. (Hereafter known as S&W)

There will also be reserve readings available through UWM electronic reserve.

The required texts are available in the university bookstore or from a number of online vendors. I have included links below to the publishers of the texts and to Amazon. You can buy your textbooks through any source you choose, but be sure you get the right books. Let me know if you have any problems finding the books. Also, be aware that sometimes online vendors are unreliable in shipping books in a timely manner—depending on the vendor and the mode of shipping you choose.

<http://www.sloanpublishing.com/beckman> (Beckman)

<http://www.wwnorton.com/college/titles/polisci/waltz2/welcome.htm> (S&W)

www.Amazon.com

You are expected to keep up with the reading. Getting an A or B in this class is highly contingent on reading the assigned chapters and keeping up with what's going on in and out of class.

GRADES: Your grade will be based on two exams, a policy position paper, and video summaries. The calculation of your grade will be determined as follows:

MIDTERM EXAM: 25% (**Monday, October 15**)

FINAL EXAM: 35% (**Wednesday, December 19, 12:30-2:30 pm**)

POLICY POSITION PAPER: 25% (**Due Monday, December 3, beginning of class**)

VIDEO SUMMARIES: 15%

94%-100% = A	90%-93% = A-	
87%-89% = B+	84%-86% = B	80%-83% = B-
77%-79% = C+	74%-76% = C	70%-73% = C-
67%-69% = D+	64%-66% = D	60%-63% = D-
0%-59% = F		

EXAMS: Both of the exams will cover material included in the assigned readings and class lectures and discussion. The midterm exam will include material covered up to that exam date. The final exam will be comprehensive, although a majority of it will focus on material covered after the midterm exam. Both exams may include true/false statements, multiple choice questions, matching sections, identifications, short answers, and essay questions. All students are expected to take the exams on the assigned dates. *Absolutely no makeup exams will be given without a university-approved excuse.* **If you have a university-approved excuse and miss an exam, get in touch with me immediately, beforehand if possible. If you miss an exam without giving me prior notice, you MUST contact me within 24 hours of that exam to schedule a make-up or you will not be allowed to take a make-up under any circumstances.** Also, according to university policy, final examinations cannot be scheduled at a different time during the examination period or at a time preceding the examination period.

POLICY POSITION PAPER: You will be required to write an 8-10 page research paper. This will take the form of a pro/con argument. I will provide a list of issues from which you may pick a topic of interest. The majority of this paper should provide a detailed analysis in support of either a pro or con position on a given issue. In other words, you must explain to me why your position is the “correct” one. A suggested course of action would be to state your position, provide counterevidence, and then refute that evidence with information that supports your position. This written assignment will be graded on clarity, organization, thoroughness of research, professionalism, and validity of assertions and conclusions. All paper topics must be chosen and approved by my TA no later than Monday, September 26. The paper should be double-spaced, numbered, use a 12-point font, have margins of one inch on all four sides, and include a title page. In addition, all papers should include a bibliography that should contain at least 8-10 references from outside sources. These sources should be peer-reviewed scholarly journal articles, books, and book chapters. All papers should also contain in-text citations. Any paper that does not contain in-text citations, or does so haphazardly, will receive a failing grade. Please refer to a style manual (e.g., Turabian or APSA) for instructions on how to cite both in text as well as in a bibliography. The body of the paper is expected to be 8-10 pages long, which

means that the bibliography is in addition to this 8-10 page limit. These papers will be graded not only for substantive content but also for grammatical and stylistic presentation as well. Therefore, I highly recommend the use of spell checks on word processors as a first step and some type of style manual for help with grammar, style, and other questions dealing with the use of English in written form. All papers should be submitted at the beginning of our class on Monday, December 5. **No late papers will be accepted.** Again, if you have questions, please ask.

PLAGIARISM: Plagiarism is not a game, although some students treat it as such. You cheat, get caught, what's the worst thing that could happen? A stern talking to? Failing the paper? You can probably keep a straight face during the stern talking to. Heck, maybe you could even squeeze out a tear. And you might have failed anyway, so why not give it a try? Actually, failing the paper is the best thing that could happen, and it is not very likely. Instead, my policy is that I will fail you for the course and notify the appropriate university authorities. If you want to play the "game," please be very clear on what happens when you lose.

Plagiarism is a representation of other people's work as your own (for example, in directly quoting another source without using quotation marks). Plagiarism can be defined by using Alexander Lindley's definition:

Plagiarism is the false assumption of authorship: the wrongful act of taking the product of another person's mind, and presenting it as one's own (Plagiarism and Originality [New York: Harper, 1957], p. 2). Plagiarism may take the form of repeating another's sentences as your own, adopting a particularly apt phrase as your own, or even presenting someone else's line of thinking in the development of a thesis as though it were your own. In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from another.

I strongly urge you to access the following link to read a discussion of what plagiarism is and looks like <https://plagiarism.duke.edu/>. Another useful link concerning plagiarism as well as information pertaining to grammar and writing can be found by accessing the following link: <http://webster.comnet.edu/mla/plagiarism.shtml>. See the Wisconsin Administrative Code, Chapter UWS 14, entitled "Student Academic Disciplinary Procedures," for a discussion and range of available penalties. Severe penalties (up to the maximum allowed by the university) should be expected for plagiarism or other forms of cheating.

If you have any questions regarding citation, please talk to me. While I am not looking for excuses to accuse you of plagiarism, and therefore you need not be worried about honest mistakes, you should be aware that the following, and other similar, excuses will not work:

- **"I didn't know that I had to use quotation marks when I borrowed someone else's prose."**
- **"I used footnotes; I just didn't use quotation marks."**
- **"But I changed every fourth word."**
- **"I didn't realize that I couldn't turn in the same paper for more than one class."**
- **"I didn't know how to reference internet sources, so I just pretended the words and ideas were my own."**

- **“I thought that since you had it in your lecture notes, that I could take this idea and take credit for it as my own intellectual property.”**

VIDEOS: You will be required to watch 5 videos in the series entitled “War and Peace in the Nuclear Age,” produced by PBS station WGBH. There are 13 one-hour videos in the series (we will watch three in class). Each video is 60 minutes long. Please be sure to personally watch each video and summarize in writing what you viewed (i.e., do not simply copy a summary from someone else). Your summary should be no longer than two pages double-spaced. Each summary is due on the assigned due date. I will distribute a schedule listing the video titles, due dates, and how to access the videos on the D2L course web site. **No late summaries will be accepted.**

ATTENDANCE AND PARTICIPATION: Attending class lectures is an integral part of succeeding in this course; therefore, I will take attendance each day. I understand that students get sick and have other bona fide reasons for missing class from time to time. However, if I feel that you are missing too many classes I will inquire as to the reasons why. I also reserve the right to suggest that you drop the course or if it is too late to do so to penalize your grade appropriately. You will also be expected to contribute in a meaningful fashion to class discussions and/or answering questions concerning class readings. Of course, if you are not in attendance or have not done the assigned reading, then your grade will be negatively affected. Moreover, high grades on exams will be difficult to attain if attendance and participation are not regular because lectures and class discussions will cover material not included in the texts and test questions will also come from these lectures and discussions. No extra credit assignments will be given. You may also be invited to participate during a normal class period in a foreign policy experiment under my direction (this is actually a pleasant diversion from the normal class lectures and discussion ☺).

UWM POLICIES AND PROCEDURES: The University of Wisconsin-Milwaukee has several policies concerning students with disabilities, accommodations for religious observances, students called to active military duty, incompletes, discriminatory conduct, academic misconduct, and so forth available for you to read using the following link: <http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf>. I strongly encourage you to access this link and familiarize yourself with these policies and procedures.

TOPICS, READING ASSIGNMENTS, AND EXAM SCHEDULE: (Tentative and subject to change. Students should have read the assigned material by the class date shown); ER=Electronic Reserve

Monday, 9/10: Introduction

Part I: Nuclear Basics

Chronology and Jargon of the Nuclear Arms Race

- Beckman 2
- Kegley, Charles W., Jr., and Eugene R. Wittkopf, eds. 1985. *The Nuclear Reader: Strategy, Weapons, War*. New York: St. Martin’s Press. pp. xi-xx. ****ER****

Monday, 9/17: Chronology and Jargon of the Nuclear Arms Race (cont.)

Part II: Who Had/Has What and What Did/Do They Have?

Monday, 9/24: Superpower and Other Nations' Force Structures: Past, Present, and Future?
Deadline for signing up for paper topic

Part III: Truth ~~or~~ and Consequences

Monday, 10/1: Effects of Nuclear Weapons

- Beckman 1
- Sagan, Carl. 1983/84. "Nuclear War and Climate Catastrophe: Some Policy Implications." *Foreign Affairs* 62:257-292. **ER**

Monday, 10/8: Effects of Nuclear Weapons (cont.)

Monday, 10/15: Midterm Exam; In-Class DVD ("Day After Trinity")

Part IV: Nuclear Weapons and National Security

Monday, 10/22: Strategies of Deterrence (Including Scenarios and Targeting)

- Beckman 3, 4, 5, 6, 7
- Draper, Theodore. 1985. "Nuclear Temptations: Doctrinal Issues in the Strategic Debate." In *The Nuclear Reader: Strategy, Weapons, War*, eds. Charles W. Kegley, Jr., and Eugene R. Wittkopf. New York: St. Martin's Press. pp. 21-37. **ER**
- McNamara, Robert S. 1983. "The Military Role of Nuclear Weapons: Perceptions and Misperceptions." *Foreign Affairs* 62:59-80. **ER**

Monday, 10/29: Strategies of Deterrence (Including Scenarios and Targeting) (cont.); In-Class DVD (Missile Experimental)—Discussion

Monday, 11/5: Strategic and Civil Defense

- Payne, Keith B., and Colin S. Gray. 1984. "Nuclear Policy and the Defensive Transition." *Foreign Affairs* 62:820-842. **ER**
- Union of Concerned Scientists. 1985. "Star Wars: A Critique." In *The Nuclear Reader: Strategy, Weapons, War*, eds. Charles W. Kegley, Jr., and Eugene R. Wittkopf. New York: St. Martin's Press. pp. 215-231. **ER**

In-Class DVD (Reagan's Shield)—Discussion

- K&W 17, 18

Monday, 11/12: Arms Control

- Reread Beckman, pp. 141-146, and 195-199
- Miller, Steven E. 1984. Politics Over Promise: Domestic Impediments to Arms Control." *International Security* 8:67-90. **ER**

- Lewis, Harold W. 1985. “The Irrelevance of a Nuclear Freeze.” In *The Nuclear Reader: Strategy, Weapons, War*, eds. Charles W. Kegley, Jr., and Eugene R. Wittkopf. New York: St. Martin’s Press. pp. 149-152. **ER**
- Kartchner, Kerry M. 1996. “The Objectives of Arms Control.” In *Arms Control: Toward the 21st Century*, eds. Jeffrey A. Larsen and Gregory J. Rattray. Boulder, CO: Lynne Rienner. pp. 19-34. **ER**
- Waller, Forrest. 1996. “Strategic Offensive Arms Control.” In *Arms Control: Toward the 21st Century*, eds. Jeffrey A. Larsen and Gregory J. Rattray. Boulder, CO: Lynne Rienner. pp. 99-118. **ER**
- Graybeal, Sidney N., and Patricia A. McFate. 1996. “Strategic Defensive Arms Control.” In *Arms Control: Toward the 21st Century*, eds. Jeffrey A. Larsen and Gregory J. Rattray. Boulder, CO: Lynne Rienner. pp. 119-137. **ER**

Monday, 11/19: Arms Control (cont.)

Monday, 11/26: Nuclear Proliferation and Nonproliferation—The Trouble with Tribbles

- Beckman 8, 9
- Foran, Virginia I. 1996. “Preventing the Spread of Arms: Nuclear Weapons.” In *Arms Control: Toward the 21st Century*, eds. Jeffrey A. Larsen and Gregory J. Rattray. Boulder, CO: Lynne Rienner. pp. 175-200. **ER**
- S&W 1-5

Part V: A Moral Dilemma

Nuclear Ethics and Psychology

- Beckman 10, 11
- National Conference of Catholic Bishops. 1985. “Nuclear Strategy and the Challenge of Peace: Ethical Principles and Policy Prescriptions.” In *The Nuclear Reader: Strategy, Weapons, War*, eds. Charles W. Kegley, Jr., and Eugene R. Wittkopf. New York: St. Martin’s Press. pp. 43-57. **ER**

Monday, 12/3: Nuclear Ethics and Psychology (cont.); **Paper Due (beginning of class)**

In-class DVD (Visions of War and Peace)—Discussion

Monday, 12/10: In-class DVD (Dr. Strangelove, or, How I Learned to Stop Worrying and Love the Bomb)—Discussion; Catch-up; Review for Final

Wednesday, 12/19: FINAL EXAM - 12:30-2:30 PM